

SCHOOL LEADERSHIP THAT WORKS

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WORDS OF CHANGE

What now? Reform

Bombarded Juggle

Hesitation Improve

Not me!

Transform Pendulum

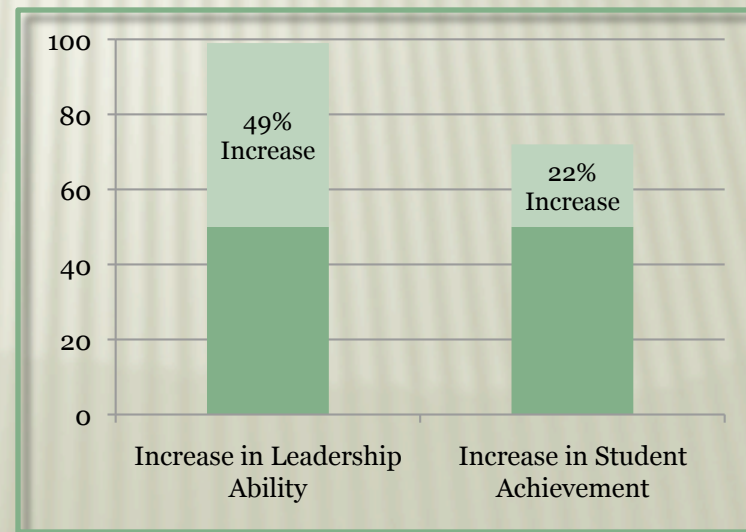
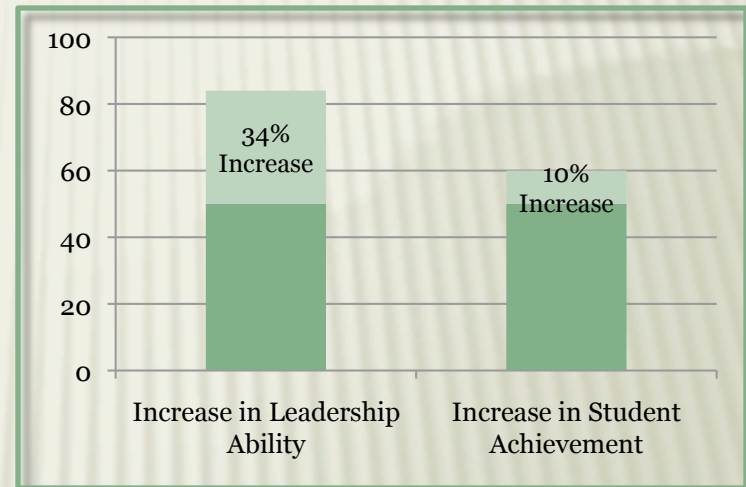
PRINCIPAL: NECESSARY PRECONDITION FOR AN EFFECTIVE SCHOOL

- ✖ Some aspects linked to school leadership
 - + Whether a school as a clear mission and goals
 - + The overall climate of the school and in individual classrooms
 - + The attitudes of teachers
 - + The classroom practices of teachers and the organization of curriculum and instruction
 - + Students' opportunity to learn

BASIC AND *SIMPLIFIED* FINDINGS

Presuppositions (for .25 correlation):

- + Principal is assigned to school at 50th percentile in average student achievement.
- + Principal is at 50th percentile in leadership ability.
- + Principal stays at the school for a few years (50th)
- + Principal attends extended set of courses or seminars on leadership (Principal-84th=Students-60th)
- + Principal continues powerful leadership training (Principal-99th=Students-72nd)



TRANSACTIONAL LEADERSHIP

James Burns (1978)

- ✖ Basically, trading one thing for another
- ✖ 3 types of transactional
- ✖ Constructive transactional most active/effective
 - + Sets goals
 - + Clarifies desired outcomes
 - + Exchanges rewards and recognition for accomplishments
 - + Suggests or consults
 - + Provides feedback
 - + Gives employees praise when it is deserved
- ✖ Distinguishing feature: followers are invited into the management process (focus and achieve)

TRANSFORMATIONAL LEADERSHIP

James Burns (1978)

- ✖ Favored style given that it is assumed to produce results beyond expectations (Bass, 1985; Burns, 1978)
- ✖ “A relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents.”
- ✖ 4 factors characterize transformational leaders (Bass, 1990)
 - + Individual consideration
 - + Intellectual stimulation
 - + Inspirational motivation
 - + Idealized influence
- ✖ Four I's are necessary to meet the challenges of the 21st century

OTHER LEADERSHIP TYPES

- ✖ Total Quality Management (E. Deming, 1986)
- ✖ Servant Leadership (R. Greenleaf (1970, 1977)
- ✖ Situational Leadership (P. Hersey & K. Blanchard, 1996)
- ✖ Instructional Leadership

LET'S ROLL UP OUR SLEEVES

- × **Chapter 4**

- + *The 21 Responsibilities of the School Leader*

- × **Chapter 5**

- + *Two Types of Change*

- × **Chapter 6**

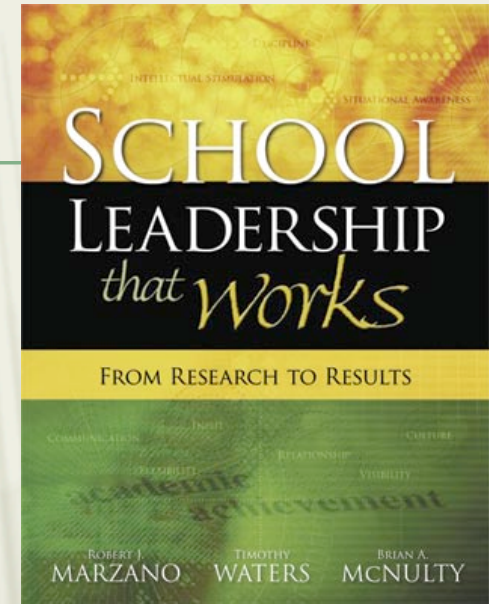
- + *Doing the Right Work*

- × **Chapter 7**

- + *A Plan for Effective School Leadership*

READING GROUPS

- ✖ **Group 1:** Pages 41-53
 - + Chapter 4, Intro & Attributes 1-11
- ✖ **Group 2:** Pages 53-64
 - + Chapter 4, Attributes 12-21 & Summary
- ✖ **Group 3:** Pages 65-75
 - + Chapter 5, All
- ✖ **Group 4:** Pages 76-88
 - + Chapter 6, Intro & Factors 1-3
- ✖ **Group 5:** Pages 88-97
 - + Chapter 6, Factors 4-Summary
- ✖ **Group 6:** Pages 98-112
 - + Chapter 7, Intro & Steps 1-3
- ✖ **Group 7:** Pages 112-122
 - + Chapter 7, Steps 4-Summary)



- A. Read assigned pages
- B. Using chart paper
 - a) What did you already know and/or do?
 - b) What new information did you learn?
 - c) Did you question or disagree with anything you read?
- C. Choose someone to report to group

21 ATTRIBUTES

①

What we knew

Affirmation + Rewards - ^{we "know"} this works.

we know all of these are important.

Affirmation
Change Agent
Contingent Rewards
Communications
Culture
Flexibility
Discipline
Focus
Input
Ideas/Beliefs

What we learned

Intellectual

- These are considered most important

Application in Context
is as unique as
we are.

Qs

how will these
be ranked
later?

Challenges



② 21 Responsibilities

Already Know:

13. Knowledge of effective curriculum, instruction, & assessment
14. Having a system in place to monitor and provide feedback
15. Optimistic and setting a tone. Working towards goals
16. Order not chaos
17. Partnerships are essential
18. Relationships - form emotional bonds
19. Resources/PD
20. Situational Awareness - issues & problems
21. Visibility - very important

New Ideas: nothing

Disagree:

12. micro-management
Involvement in Cur, Inst. & Assess. @ student level

CHANGE

③ What did we already know/do?

- Dealing w/ change
- There are different kinds of change
- When change is implemented we face resistance from stakeholders

What new information we have learned

- Terms given to different change -
1st Order and 2nd Order
- Approach to each type of change is different (one is incremental and the other "deep change")
- The 21 leadership responsibilities are not applied equally

Did we question or disagree w/ anything?

Appreciated the validation

COMPREHENSIVE SCHOOL REFORM (CSR)

Doing the Right Work (Pg 76-88)

Intro:

Know we all work hard

Learned often low performing schools are focused on wrong work

CSR model Comprehensive School Reform

Know 4 Steps

- scientifically researched based
- needs to be professional development
- community involvement.
- proven methods of instruction.

(4)

Growth is not apparent in 1st year
by 7th year $2\frac{1}{2}$ standard deviations of growth were evident.

Factor 1

Viable curriculum

Viable: adequate time to teach curriculum to teach national and state standards
would take 71% more instructional time
= 10 years

Factor 2

Challenging goals and effective feedback

- Didn't agree with report card = not viable

(5)

~~DOING THE RIGHT WORK~~
~~FACTORS OF~~
~~WHAT MAKES SCHOOLS EFFECTIVE~~

CH.6 DOING THE RIGHT WORK
FACTORS THAT IMPROVE
STUDENT ACHIEVEMENT

(4) SAFE + ORDERLY ENVIRONMENT
STUDENTS INVOLVED
IN DESIGN + IMPLEMENTATION

(5) COLLEGIALLY + PROFESSIONALISM
GETTING TEACHERS TO SEE
SELVES AS PART OF A TEAM

LEGACY OF ONE-ROOM SCHOOLS

(6) INSTRUCTIONAL STRATEGIES
PROCESS DRAMA AS AN
AN INSTRUCTIONAL TOOL,
NOT A SUBJECT

(7) CLASSROOM MANAGEMENT
W/O GOOD NOTHING, NOTHING LEAVES
"ALLEVIATING" NEEDS (KIMMEL)

WHAT STUDENTS
BRING
WITH
THEM

(8) CLASSROOM CURRICULUM DESIGN
(9) HOME ENVIRONMENT
(10) LEARNED INTELLIGENCE / BACKGROUND KNOWLEDGE
(11) MOTIVATION OF STUDENTS

PLAN FOR EFFECTIVE SCHOOL LEADERSHIP

Plan For Leadership

⑥ Already Knew:

- no one person has all the qualities to meet the 21 responsibilities
- leadership is "a journey, not a destination"
- delegate
- leader needs day-to-day interactions in classroom
- maintain "balcony view"

What We Learned

- 4 steps to effective leadership
 1. Developing Leadership Team (voluntary)
 - concept of shared leadership
 1. collective efficacy
 2. develop and use all available assets
 3. goals that matter to all members ★
 4. agreed upon processes
 2. Distribute Responsibility
 - 12 responsibilities
 3. Select the right work

A. We feel we have an intuitive understanding of the 9 Principal Responsibilities —
• We also feel they overlap.

B. Definitions that specifically break out the difference between 1st + 2nd order change.

C. 21 leadership characteristics ^{even 9 principal responsibilities} are too many to hold in your head.
More useful to "clump" them into fewer categories —

Some things can't be taught — they're "in" you.
ART / ESSENCE / INTUITION / JUDGMENT

SO WHAT?

- ✖ Where will you go from here?
- ✖ How did today's discussion affect you?
 - + Your teachers?
 - + Your students?

Remember...

Please fill out the evaluation

Our next session is Oct. 23, '09

Have a safe ride home!